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TIME-MANAGEMENT AS A PEDAGOGICAL TECHNOLOGY OF STUDENTS' EDUCATIONAL ACTIVITY

© **Tupchenko V.V.**¹, **Ovcharenko O.A.**²
*Ukrainian Engineering Pedagogics Academy*¹
*Luhansk National Agrarian University*²

Information about the Authors:

Tupchenko Valeriia Volodymyrivna: ORCID: 0000-0001-7694-3855; valeriatupchenko@uipa.edu.ua; Candidate of pedagogical sciences, associate professor of the Department of Foreign Language Training, European Integration and International Cooperation, Ukrainian Engineering Pedagogics Academy, 16 Universitetska st., Kharkiv, 61003, Ukraine

Ovcharenko Oleksii Anatoliiovych: ORCID: 0000-0003-1906-7021; o.ovcharenko@lgnau.edu.ua; Candidate of technical sciences, associate professor, acting head of the Department of Construction, Architecture, Geodesy and Land Management, Luhansk National Agrarian University, 68 Slobozhanska st., Luhansk region, Starobilsk, 92703, Ukraine

The article is devoted to the research of the problem of time management substantiation as a pedagogical technology of students' educational activity. It is well known that in modern world higher education determines personal development and forms professional qualities of the individual, so it is very important to teach students to organize and plan their time. Time management can help organize academic activities and identify the most important goals and objectives. Researches define time management as a technology for organizing time and increasing efficiency of its use. It is a process of controlling the amount or time spent on certain activities in which efficiency and productivity purposefully increases. The search for answers to the challenges of modern world determined the problem of research, which is to define time management as a pedagogical technology that promotes development of students' skills in educational activity at a higher education institution.

The article considers the theoretical aspect of this problem, finds that there are a lot of definitions of the term "time management" in scientific literature, identifies the most common methods and provides their characteristics. Definitions of this concept from the point of view of both management and pedagogical science are analyzed. The article analyzes the concept of time management as a technology that helps perform various activities productively and efficiently with minimum amount of time spent. It is proved that the purpose of time management as a pedagogical technology is to teach students methods of educational activity self-organization and help in forming relevant skills which will increase the efficiency of the educational process and optimize it.

It is proved in the article that time management has all the features of a pedagogical technology. The analysis of these features allowed determining the essence of time management as a pedagogical technology. The authors consider the essence of this concept, and its specific differences from the concept of "time management" in economics; its criteria and functions are defined. The research is based on a set of rules and procedures that contain a set of scientific, theoretical and empirical methods that are relevant to the goal and objectives and include integration of both quantitative and qualitative indicators study.

The result of this work is reflected in the conclusion that time management as a pedagogical technology allows rationalizing students' life time in relation to personal and educational goals and objectives. Time management is an axiological resource that improves quality of training and education. It is proposed in the article to organize special types of educational activity in which students will be able to master the basics of time management and use acquired skills in their further educational activity at a higher education institution.

Keywords: time management, pedagogical technology, educational activity, education space, time management methodology, education quality, higher education institution.

Тупченко В.В., Овчаренко О.А. «Тайм-менеджмент як педагогічна технологія навчальної діяльності студентів»

Стаття присвячена дослідженню проблеми обґрунтування тайм-менеджменту як педагогічної технології навчальної діяльності студентів. Загальновідомо, що у сучасному світі вища освіта

визначає особистісний розвиток та формує професійні якості особистості, тому дуже важливо навчити студентів організовувати та планувати свій час. Тайм-менеджмент може допомогти організувати академічну діяльність та визначити найбільш важливі цілі і завдання. Дослідники визначають тайм-менеджмент як технологію організації часу та збільшення ефективності його використання. Це процес контролювання кількості часу, витраченого на певні види діяльності, у якому цілеспрямовано збільшена ефективність і продуктивність. Пошук відповідей на виклики сучасного світу визначив проблему дослідження: визначення тайм-менеджменту як педагогічної технології, яка сприяє розвитку вмінь студентів у навчальній діяльності закладів вищої освіти.

У статті розглянуто теоретичний аспект даної проблеми, виявлено, що у науковій літературі існує багато визначень поняття «тайм-менеджмент», визначено найбільш поширені методики та надано їх характеристики. Проаналізовано дефініції даного поняття з точки зору як менеджменту, так і педагогічної науки. У статті проаналізовано поняття тайм-менеджменту як технології, яка допомагає виконувати різні види діяльності продуктивно та ефективно з мінімальною кількістю витраченого часу. Доведено, що мета тайм-менеджменту як педагогічної технології – навчити студентів методам самоорганізації навчальної діяльності і допомогти у формуванні відповідних навичок, що в результаті збільшить ефективність навчального процесу та оптимізує його.

У статті доведено, що тайм-менеджмент має всі ознаки педагогічної технології. Аналіз цих ознак дозволив визначити сутність тайм-менеджменту як педагогічної технології. Авторами розглянуті питання сутності даного поняття, його специфічні відмінності від поняття «тайм-менеджмент» в економічній науці, визначено його критерії та функції. Дослідження спирається на звід правил і процедур, що містять комплекс науково-теоретичних та емпіричних методів, які співвідносяться з поставленою метою і завданнями та включають інтеграцію вивчення як кількісних, так і якісних показників.

Результатом даної роботи є висновок про те, що тайм-менеджмент як педагогічна технологія дозволяє раціоналізувати час життя студентів відносно до особистісних і навчальних цілей і завдань. Тайм-менеджмент є аксіологічним ресурсом, який підвищує якість навчання та освіти. У статті пропонується організувати спеціальні види навчальної діяльності, під час яких студенти зможуть оволодіти основами тайм-менеджменту та у подальшому використовувати набуті навички у навчальній діяльності закладу вищої освіти.

Ключові слова: тайм-менеджмент, педагогічна технологія, навчальна діяльність, навчальний простір, методика тайм-менеджменту, якість навчання, заклад вищої освіти.

Problem statement. Modern society sets the task of training students who are able to adapt to changing situations, ready to get knowledge independently and think critically, apply knowledge in practice skillfully, organize their educational activities and time.

In contemporary world higher education determines personality development and plays an important role in personal professional formation. In this context it is a well-known fact that system of higher education sets serious tasks to students: ability to self-organization, planning their own time, organization of education process, and these challenges determine success in academic activity and in their future professional field. In fact, most of freshmen are not able to plan their own time, to use it rationally in the process of revising for exams. That's why time management can assist students to organize their time and identify the most important goals. Time management is determined as technology of organizing time and increasing the effectiveness of its use. It is the

process of conscious control training over the time amount which is spent on certain types of activity with specially increased efficiency and productivity.

Working in shortage of time with a large amount of information is a very difficult task for all functional systems of the human body. Working capacity, activity, functional mobility, accuracy of situation assessment provides an individual style of personal activity and are especially evident in various academic and professional situations. Time management can help by set of skills, tools and methods which are used in certain tasks performance. To act efficiently and be successful means to plan one's activity correctly, to manage one's tasks and affairs, to define priorities, to set goals and achieve them, to distribute one's workload finding time for work and for rest.

There are a lot of time management methods. They are based on basic principles of time management such as goal setting, planning,

determining priorities, actions in accordance with the plan and goal achieving. Recently time management is becoming an integral part of those who are eager to get rid of excessive stress at work and lack of time. Ability to organize working hours plays an important role in shaping activities of any educational institution. Time management is quite new practice for our country. Modern realities of educational space have changed, and unprepared students feel pressure and stress. Modern life rhythm requires appropriate responses, therefore relevance of this work is conditioned by new challenges in transition of our country to European human resource management standards.

The search of ways to deal with these contradictions define the problem of this work: definition of time management as a pedagogical technology that contributes to development of educational activity skills of students in higher education institutions.

In this article a set of methods is used. These methods include the collection of mixing or integration of both quantitative and qualitative data in a study. In this approach both quantitative and qualitative data are collected, they are analyzed separately and then the results are compared to see if the findings confirm or disconfirm each other.

Analysis of recent research and publications. The analysis of scientific literature showed that the classics of the time management theory are considered to be F.W. Taylor, C. Markham, M. Mescon. Among modern authors O. Korneieva, L. Kalinichenko, Ye. Merzliakova, A. Havrylova should be mentioned. Researches and approaches of such foreign scientists as L. Seiwert, J. Knoblauch, K. Bischof, P. Doyle, J. Coyle, J. Clemens, B. Tracy are studied and discussed among scientists who are keen on this problem. The works of these authors describe certain algorithms of effective work, reveals the concept of self-organization and special strategies for its achievement. The problem of time lacks in professions of various types, in different working and human conditions is studied by V. Denysov, N. Zavalova, G. Zarakovskii, V. Ponomarenko. N. Krukevych clarifies problems of formation of time management concept. S. Kulakova explores some aspects of time management European practice implementation in domestic environment.

The purpose of the article. The purpose of the article is to analyze the concept of time management as a pedagogical technology in the

context of different theoretical approaches, to determine its main components and mechanisms of implementation in education space of higher education institution.

The statement of the main material. The first mention about time management as separate direction of management was in the 1970s when specialized courses for businessmen and civil servants appeared and they were taught to plan their time there, although the very idea of time management arose in the early stages of human society formation. In the initial stages of its formation time management developed in the form of separate practical recommendations for consultants as for management planning and effective time using. Nowadays a lot of scientists consider that time management is rather abstract category. They prove their opinion by the fact that basis of any management process is impact because it is impossible to influence time and therefore it can't be controlled. The only thing that each person is able to do is to build one's own life taking into account two main things: limitations and non-renewability. In modern literature on the theory and practice of management there are significant differences in interpretation of time management concept essence. Thus, S. Prentiss considers integrated time management as managing time technology in real life situations as well as numerous examples, skills and practical recommendations that make new time managements concepts clear and memorable [1, p. 3].

There are a lot of definitions of time management. Time management is person's management of one's activity, organization tasks performance and distribution of all resources [2]. Time management is the art of managing not only one's time but also one's life in general. B. Tracy compares it to the sun and the components of human life are considered to be planets which move around it [3, p. 5-6]. F. O'Connell considers the concept of time management as the ability to balance between work and personal life [4, p. 14]. So time management is a set of skills, abilities and knowledge due to which a person knows how to set priorities correctly, plan and organize his time exactly to increase life efficiency.

Up to the 20th century working time planning carried out by means of primitive tools such as memos and to-do lists. Later on, along with the development of business, new tools became widespread facilitating time planning. In special literature there are a lot of models of time management methods. They aren't mutually exclusive and it's possible to choose any

combination of various methods depending on convenience and adequacy for each person. As information technologies are modernized more flexible, fast and convenient time management systems are developed.

There are a lot of time management methods but the most famous are the following: 1) Pareto law which is one of the most common ways of assessing any activity effectiveness. This is an empirical rule that is named after famous economist Wilfredo Pareto. Pareto law indicates that a small proportion of reasons for the effort and invested costs is responsible for a large share of results. Thus it's possible to understand that due to the choice of optimal resources which give the largest effect it's real to gain great results by little costs. At the same time further efforts will be unnecessary and ineffective. According to this law 80% of required information can be found in 20% of the text. If a person knows what he is interested in, he is able to run through a book and read attentively only certain pages. In other words, it's possible to save 80% of time. At any list there will be two more important things that are more valuable than the rest ones. In this very case it's necessary to concentrate on these two things. Most people distribute their working time depending on the number of tasks they need to perform. At the same time successful people divide their time depending on the importance of each specific task. [5].

2) Method of prioritization based on "Eisenhower matrix" is the most well-known concept of time management which allows to prioritize. Eisenhower matrix consists of four quadrants having different priority. According to this technique every case, depending on its importance and urgency, should be assigned to one of the four types of priority. A - these are cases which should be implemented in time otherwise business will incur losses. However due to their timely implementation a lot of crisis can be avoided. B - these are projects with "burning" deadline, they are important but not urgent, future-oriented, such as studying, improvement of equipment, recovery and efficiency. C - prevention of problems, that is not important but urgent (insignificant affairs which need to be done as quick as possible). Many of these affairs actually don't bring much benefit in life, they are done only because they are piled up, or by habit, that is daily routine that takes a lot of time and effort. D - not important and not urgent, affairs that can be refused because they will not bring proper return. These are ways of killing time

when a person doesn't have resources to work productively.

Importance of the affair is determined by the fact how the result of its implementation affects activity, and urgency - by two factors: how fast it's necessary to perform this work and whether the performance of this work is tied to a specific date and time. It is importance and urgency that influence setting of priorities.

3) Franklin pyramid is a complex system of setting and achieving goals which is designed for life. The difference of Franklin pyramid from other techniques is that it plans not only time but also engagement, ways of achieving a global purpose. This technique is aimed at defining what have to be done rather than reviewing current activities in order to organize them more effectively. This is a ready-made planning system that helps manage one's time properly and achieve set goals. The main life values are the foundation of the pyramid. Global purpose is the next block of the pyramid. Based on previously defined life values a person sets his global purpose of life. Master plan for achieving goals is fixation of specific intermediate goals on the way of achieving the global purpose. A long-term plan is planning for 3-5 next years with indication of specific goals and terms of their implementation. It is to comply with one of the points of the general plan approaching the global purpose. A short-term plan is a plan for a period from several weeks to several months. The more thoughtful it will be, the more often it will be analyzed and adjusted, and then work will be more effective. This is a part of achieving the point of a long-term plan. A plan for each day is a top of the pyramid. Here the tasks that are planned for a week are divided into smaller ones. The plan for a day is the smallest unit in achieving a global purpose which is one step closer to it.

4) ABCDE method is an effective way of tasks prioritizing which can be applied daily. This method is rather simple and so effective that it is capable under conditions of regular and competent application to raise an employee to the rank of the most efficient persons in a particular activity field. The distinctive feature of ABCDE method is in the fact that a system of ranking tasks is set and then they are systematically processed. Task A is obligatory for performing every day. It is defined as something that is the most important at this stage and it has to be done otherwise there will risks of serious consequences. Task B is work that should be done. Consequences in case of its implementation or non-compliance are quite mild.

The rule that should be stuck is never to start work B if work A isn't completed. Task B is defined as one which is good to be done but if it isn't done there will be no consequences. If work B isn't performed one shouldn't start doing work C. Task D is work that can be done and need to be delegated to someone else. It is important but it doesn't require your direct performance. This will allow to free up time to perform task A. Task E is work that must be completely removed from the to-do list. It may be work that has lost its relevance. Applying ABCDE method to the list of affairs that need to be done a person can organize his work completely. This method is especially effective when it is used daily.

5) Getting Things Done (GTD) is time management method founded by David Allen. The main idea of the method is that a person needs to unload his head from redundant routine information by transferring it to external media such as paper trays, diary book or electronic organizer. David Allen offers some algorithm which can be applied to effective processing of a large information amount for the sake of one's time organization. According to GTD it is better to deal with information that comes in several stages: 1) gathering; 2) processing; 3) organization; 4) inspection; 5) actions.

6) Personal Efficiency Program (PEP) is method of personal effectiveness, founded by Carrie Gleason. PEP is a whole system of methods and tools to put in order affairs, paper documents, files on the computer, email and personal information that one has to work with. It is based on a set of practical principles which optimize work methods and maximize efficiency covering all areas of the work process that affect productivity, including time management, change of work environment, stress management, maintenance of work-life balance, definition of priorities and strategic planning, effective work within one team.

L. Seiwert's ALPEN method suggests planning of time using five steps corresponding to the first letters of the abbreviation ALPEN: Aufgaben, Termine und geplante Aktivitäten notieren – to note down tasks and planned actions; Lange schätzen – estimate the duration of each action performance; Pufferzeiten einplanen – include buffer time in planning; Entscheidungen treffen – to make decision; Nachkontrolle – to control performed actions.

Time management is understood as a technology that helps to carry out activities productively and efficiently with the least amount of time spent [6, p. 4]. When managing time, it is

important not only to form necessary skills but also to apply methods, set goals correctly, plan ahead and organize work rationally.

The purpose of time management as a pedagogical technology is to teach students methods of self-organization of educational activities and help in formation of appropriate skills of self-organization and as a result – increasing efficiency and optimizing educational process.

Time management applying widens possibilities for students to use study time more efficiently in order to prepare for future professional activities as well as to use free time for self-realization and self-development [7, p. 20].

There are a lot of techniques and principles of time management. Time management includes a wide range of activities such as goal setting, time distribution, compiling lists, prioritization, time use analysis.

With the help of time management any student is able to plan his activities for a day, a week, a month, a year effectively. In study process there are obligatory things that need a clear organization, planning, control and, what is the most important, to be implemented in time. Time management assists the student in determining what is the main thing and is in need of organizing and planning, and what is secondary; it helps control his own time and manage it.

Planning is the process of optimal distribution of resources necessary to achieve set goals and objectives as well as a set of processes that are associated with their formulation and implementation. Between desire and result is action and planning accelerates the process of achieving the goal as it is a practical guide to action. Planning allows determining specific steps to be taken in order to achieve the desired result. It helps to determine necessary resources and their sources and gives an ability to set a time frame. Failure to comply with plans and failure to fulfill the set goal leads to constant lack of time and negative result of future actions.

The main tasks of time management are: raising student's own ability to work; continuous monitoring over the quality of work performed; analyzing the daily routine and its optimizing; improving skills of using one's own time budget; ability to refuse inefficient and irrational activities; rational planning of time and performing all set tasks in certain time intervals; proper organization of time for study and recreation [8, p. 88-89].

The main principle of time management technology is constant performance of actions. It is much more difficult to renew activities than to

maintain them constantly. The decisive factor here is not the speed of actions but their continuity and permanence.

To apply proposed technology, it is very important to define tasks correctly and set one's goal properly. The main rule of time management is to move ahead every day. At the end of each day it is necessary to analyze the tasks performed and the time spent on them. It is necessary to determine reasons why set tasks were not performed.

Time management has all the features of pedagogical technology: a set of techniques and practices for mastering and implementing in the educational process; algorithmic self-organization of educational activities; uniqueness of the personal style of the student involved in the process of educational activity organization; interaction between the student and the teacher; taking into account the purpose, methods, means and forms of educational process; forming value approach to the process of educational activity and to self-organization in particular; as a result, contributes to the rational use of time and personal self-improvement and self-development.

Definitions of pedagogical technologies distinctive features are different from different scientists but among main features there are consistency, conceptual basis, assignment of the goal, algorithm of actions, reproduction, diagnostics, guarantee of the result. Presence and degree of these features manifestation is a measure of the pedagogical process technological effectiveness.

Analysis of all above mentioned allows to identify features defining the essence of time management as pedagogical technology: 1. Conceptuality. The conceptual basis is a system of effective organization of time (time management), the concept of labor scientific organization. 2. Consistency. Time management technology has an integral (interconnected and holistic) set of methods and means, forms and logically constructed interaction between participants and predicted results of this interaction. 3. Algorithmicity. Time management technology has an inherent algorithm of pedagogical actions, i.e. the sequence of participants interaction in the pedagogical process which takes place in a certain spatial and temporal order according to implementation of assigned tasks: predicting the result; determining the level of students' knowledge about time management; the level of time management skills formation; implementation of activities aimed at the

formation of students' relevant knowledge, skills, development of skills they apply for personal self-organization by means of time management tools and methods; implementation of pedagogical interaction process management in accordance with set purpose; monitoring diagnostics and analysis. 4. Reproduction implies possibility of using (reproducing) this technology in the educational process of any higher education institution with students of any specialty. 5. Diagnostics of time management technology is provided by the presence of criteria and indicators for assessing the level of self-organization in time, by tests for results diagnosing.

In scientific literature the following criteria are defined: motivational-valuable with such indicators as awareness of time as value, awareness of self-organization in time as values, motives for self-organization in time; cognitive, which is determined by such indicators as knowledge of one's own characteristics, knowledge in the field of self-organization in time, knowledge of the ways of self-organization in time; criterion of activity, indicators of which are skills of the goal belief, planning for the short, medium and long term, rational distribution of time; reflexive, according to which abilities to predict in time and analyze tasks, process and results of one's own activity, analyze the consumption of time, as well as factors leading to deviate of plans are assessed.

Time management technology has a complex of methods aimed at formation and development of certain skills and abilities managing students' activities in time: – goal-setting: SMART method – goals should be specific, measurable, agreed, achievable and visible in time; “goal tree” – graphical depicting of relationships between goals of the system and means of achieving them; – planning: Eisenhower matrix, ABCDE analysis – priority planning; “Kairos”-method – contextual planning in which context is a set of conditions, circumstances, the most appropriate for solving specific problems; Franklin system – planning in the form of a stepped pyramid; ALPEN method – drawing up a daily routine; – rational distribution of time: time budgeting – time consumption analysis; timing – a method of studying the time spent by recording the use of one's time and measurement of actions performed duration. Thus, pedagogical technology “time management” can be considered as designed on the basis of the theory of effective time organization and sequence of pedagogical interaction methods that allows to rationalize students' life time in accordance with their personal and academic goals.

Conclusion and further research prospects.

Time management as pedagogical technology deals more with organizing one's personal time and working time than with its saving. Students have a lot of opportunities and should be aimed at proper distribution of time in accordance with personal interests and academic goals. Time should be used to ensure that as more tasks as possible are completed which, in turn, determine performance of intermediate tasks which will lead to realization of the main goal but at the same time will not cause overloading. Implementing time management methods successfully depends on the person and his desire to work and study rationally.

It is obvious that in order to achieve much more efficiency by setting concrete goals, by right choice of priorities and planning one's time, it is necessary to make some efforts and spend some time. Applying time management methods will

help achieve success both in personal life and improve efficiency in academic activity.

As for the prospects of the research it is necessary to conduct special courses, seminars, master classes, trainings on up-to-date time management issues which allow students to get additional knowledge and practical skills in the sphere of optimization of one's loading, effective and rational time structure organization, mastering methods of time saving. These proposals will allow to improve organization work level, to provide methodological and advisory assistance, to increase efficiency and quality of study. These mechanisms need to be studied thoroughly in our country and it is necessary to systematize best foreign practices. It is important to consider impact of time management technology on professional development of higher education institutions students.

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